

CACTUS – Assignment Data¹

Definition and Guidance

Salary and Salary Add On

- 1) Salary is defined as gross monetary compensation for the individual educator’s contract for the entire school year. This total should not include benefit values.
 - a. Note: This data is NOT submitted to URS for retirement calculations. This data is for USBE data analysis only.
- 2) Salary Add On is defined as gross monetary compensation for the individual educator’s additional duties/non-contract assignments. This would include money paid for serving as department chair, athletic director, athletic coach...etc.

Contact Hours/Contract Days

- 1) Contact Hours is not typically used in analysis, but is defined as 1440 for an individual with 1 FTE (from board policy memo: 180 days x 8 hours per day).
- 2) Contract Days is defined as the number of paid contract days for the educator for the entire school year.

Intern

- 1) An Intern is defined on the USBE Educator Categories Document. Typically an intern fills an educator position and is not fully licensed, but is currently in a university licensure program. The internship is for a full school year and takes the place of student teaching.
 - a. Interns are typically excluded from all USBE funding reports and teacher analyses.
 - b. Interns will always show as not state qualified.
 - c. Letters of Authorization should not be requested for interns.
- 2) In the rare case where an intern changes from intern status to fully licensed status during a school year, the district should terminate the intern assignment entry as if the teacher left on the ending date and then add the educator as a new hire, as of the following day.
 - a. In this situation, FTE and Assignment percent for both entries (intern and non-intern) must be calculated separately. Please contact USBE for more guidance if this situation applies to your LEA.
 - b. Under current Board rule internships are required to be at least one year. This situation can only occur if the internship began during the middle of the previous year.

YIC

- 1) The YIC box is obsolete and should be unchecked in all cases.

Assignment Selection

- 1) Educators can be assigned to multiple schools within the same LEA. Educators can NOT be assigned to multiple LEAs.
 - a. Only 1 assignment row can be marked as “Mail Pickup”. This indicates the school address used for mailing. If an educator is assigned to multiple schools, it is important to mark the correct assignment row as this will be the school USBE uses for sending mailings to this educator.
- 2) CACTUS assignments “roll-over” from year to year. If you do not alter an assignment, it will remain the same as the previous year.
 - a. Note: If you see an educator with an assignment that is blue and underlined, this means that this course code is no longer active. It is impossible for an educator to be qualified for an inactive course code. This means that an LEA would not receive professional staff cost for that educator.
- 3) CACTUS assignments can be “batch uploaded” with a file extracted from your student data system. This is more common with large districts.
 - a. It is recommended that CACTUS assignments still be reviewed after the batch as unexpected errors can occur due to a variety of reasons.

¹ If you require assistance with this document, please contact the Utah State Board of Education, Licensing Department at (801) 538-7740.

- b. For more information in setting up this batch upload have your IT professional contact Roxanne Tjoland at (801) 538-7779 or review the information under the CACTUS help documentation.
- 4) If you cannot find an exact match for the class the educator is teaching, you will need to find an appropriate course code to use. Utilize the course descriptions, where available, and the course code titles to help identify an appropriate code.
 - a. Users may find that examining the general “Assignment Codes” tab in CACTUS more helpful than the assignment list pulled up from an individual educator. This tab not only has codes and course descriptions, but includes appropriate grade levels and is organized by subject category.
 - b. Most non-administration, “Educator Only” assignments (students can’t be assigned to the code) are listed under the Support Services section (‘24’), including LEA and School level specialists.
 - c. Be cautious using CTE codes for other classes as the endorsement requirements may not fit your expectations (see course code 37-01-00-00-150; Leadership Management Principles).
- 5) If a course name is listed twice in the search page this means that there are different expectations for each version.
 - a. For example: “Yearbook” has two codes assigned to it; 06-01-00-00-085 and 25-02-00-00090. The ‘06’ code requires that the teacher hold an English endorsement and indicates that the class is more rigorous and focused on publishing and journalism than a typical Yearbook course. This course can be counted as advanced language arts credit (see graduation requirements, R277-700). The ‘25’ course is a more generic code used for a more typical Yearbook course and may be taught by almost any licensed educator. This course cannot be used for advanced language arts credit.
 - b. Contact USBE for more information if it is unclear as to which course code is most appropriate.
- 6) Grade 7 and Grade 8 codes (22-01-00-00-030 and 22-01-00-00-040)
 - a. These codes represent a Grade 7 or Grade 8 class in an elementary setting.
 - i. Elementary setting is defined as a group of students meeting with one teacher throughout the school day. The teacher is responsible for providing instruction to the group of students in all areas of the Utah Core Standards for the appropriate grade level.
- 7) CACTUS vs. SIS vs. Reality...
 - a. While exceptions exist, the vast majority of CACTUS data should match with appropriate student data stored in LEA SIS systems and submitted to USBE through UTREx.
 - b. CACTUS assignment data should NEVER be entered based solely on ensuring that a teacher shows as qualified for their assignment.
 - i. Any such data entry could be seen by data auditors as an attempt to circumvent Utah Administrative Rule R277-520.

Assignment Percent

- 1) An individual’s assignment percent is based on the proportion of the individual’s contract time worked in the indicated course code and the individual’s total contract time worked. The percent across all assignments must total 100%. Percentages must be rounded to the nearest whole percent.
 - a. Secondary Example: A teacher in a high school is assigned 6 periods; 4 periods of Algebra 1 and 2 periods of Geometry. Algebra 1 should be entered as 67% ($4/6 = 0.\bar{6} = 67\%$) while Geometry should be entered as 33% ($2/6 = 0.\bar{3} = 33\%$)
 - b. Elementary Example: A teacher in an elementary school is assigned to Grade 2 for 2 hours in the morning (to reduce Grade 2 class size during this time) and then works as the school Math Specialist (coded as School-based Specialist in CACTUS) for the remaining 6 hours of contract time. Grade 2 should be entered as 25% ($2/8 = 0.25 = 25\%$) and School-based Specialist should be entered as 75% ($6/8 = 0.75 = 75\%$).
 - c. Part-time Example: A teacher is working half-time (4 hours) in an elementary school and is assigned to teach Grade 3 for all 4 hours. Grade 3 should be entered as 100% ($4/4 = 1 = 100\%$) as the teacher’s entire contract time is assigned to Grade 3.
- 2) Brief administrative periods (i.e. Homeroom/Channel One) and preparation periods should not be entered as an assignment in CACTUS and should not be considered when calculating assignment percent in a secondary setting.

- a. Example: A middle school has an 8 period schedule. Each teacher has a 15 minute homeroom class where students hear the announcements, watch Channel One, or read a book depending on the day. Each teacher also has one period where they do not have a class, but rather use the time for class preparation. A particular teacher is teaching 1 period of Secondary Reading and 5 periods of Art Foundations I in addition to her homeroom and prep period. Secondary Reading should be entered as 17% ($1/6 = 0.1\bar{6} = 17\%$) and Art Foundations I should be entered as 83% ($5/6 = 0.8\bar{3} = 83\%$).
- 3) If an individual's assignment changes mid-year (planned or unplanned) the individual's assignment data, and assignment percent, **should reflect the year as a whole**. This calculation can get particularly complex if the change is made in the middle of a term rather than at a natural Semester/Trimester/Quarter break. Please feel free to contact USBE in these types of situations.
- a. Natural Break Example: The high school teacher from example 1a, above, will be dropping one period of Geometry and picking up a Computer Programming period during the second semester of the school year. In order to reflect the entire year, the teacher's assignment percentages must be based on 12 periods (6 during the first semester and 6 during the second). Therefore Algebra 1 should be entered as 67% ($8/12 = 0.\bar{6} = 67\%$). Geometry should be entered as 25% ($3/12 = 0.25 = 25\%$). Computer Programming should be entered as 8% ($1/12 = 0.08\bar{3} = 8\%$).
- b. Natural Break Example 2: The elementary teacher in example 1b, above, will be reassigned for the final quarter of the school year. During this quarter, she will be assigned as the school Math Specialist for her full 8 hour contract. We could calculate total hours across the entire year in order to calculate the percentages, but since the change is at a natural break, we can simplify it by examining 1 day from each quarter (this works due to proportions, you can ask a math person for a more detailed explanation as to why this works if you are interested...). If we consider 1 day from each quarter (4 days) there are a total of 32 hours (4×8). For Grade 2, the teacher was assigned 2 hours for each of the first 3 quarters and 0 hours during the final quarter and therefore should be entered as 19% ($6/32 = 0.1875 = 19\%$). School-based Specialist should be entered as 81% ($26/32 = 0.8125 = 81\%$).
- c. Non-Natural Break Example (warning – this gets more complicated with multiple assignments): An elementary teacher was assigned to teach Grade 6 (100%). The principal left the school mid-year. On February 10th (School Day 106, total school year 180 days) the teacher was assigned as the school's principal for the remainder of the year and relieved of her Grade 6 assignment. Grade 6 should be entered as 58% ($105/180 = 0.58\bar{3} = 58\%$). Elementary Principal should be entered as 42% ($75/180 = 0.41\bar{6} = 42\%$). Note: If the teacher had multiple assignments before or after the change, the easiest method would probably be to calculate the percentages based on hours calculated for the entire year.

*****BONUS QUESTION*****

What is the appropriate overall FTE and assignment percentages for the following situation (this **really** happened, solution is on the back of the next page):

Information you need: A full-time employee of the LEA would be employed for 182 days for the school year.

- 1- Individual is hired at the beginning of the contract year to teach half-time, all courses are computer technology (32-02-00-00-240) at School A in the LEA.
- 2- On 11/14/2014 (62 contract days have passed), the teacher is changed to full-time computer technology at School A in the LEA.
- 3- On 12/1/2014 (7 contract days later), the teacher is hired to fill an online position at School B in the same LEA simultaneous to his employment at School A. The FTE for this position is 0.75 and it is 100% Computer Technology II (32-02-00-00-216).
- 4- On 3/2/2015 (54 contract days later), the teacher resigns his position at School A and is hired at School B for a traditional position in addition to the online position. The FTE for the new position is 1.0 and it is 100% U.S. History I (09-05-00-00-030).

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One Possible Solution:

FTE = 1.015

Computer Technology (32-02-00-00-240) at School A = 42%
Computer Technology II (32-02-00-00216) at School B = 34%
U.S. History I (09-05-00-00-030) at School B = 24%

Explanation:

This is not the only way to reach the same conclusion, nor is it in the only possible way to interpret the rules/definitions.

FTE: $0.170 + 0.038 + 0.386 + 0.421 = 1.015$ FTE

Half-time @ School A: $(62 \text{ days}/182 \text{ days}) * (0.5 \text{ FTE}) = 0.170$

Full-time @ School A, before School B (online): $(7 \text{ days}/182 \text{ days}) * (1.0 \text{ FTE}) = 0.038$

Full-time @ School A, and @ School B: $(54 \text{ days}/182 \text{ days}) * (1.3 \text{ FTE}) = 0.386$

Note: 1.3 is the max Total FTE an individual can have in CACTUS, so I capped it there. While this technically doesn't fit into the current allowable situations for > 1.0 FTE, I don't think this was ever conceived at the time that was written so I decided to allow for it. An argument could be made to, alternatively, multiply by 1.75 FTE here rather than 1.3 as it is the individual's actual FTE for this period and then capping only the final overall FTE at 1.3.

Full-time @ School B (online and traditional): $(59 \text{ days}/182 \text{ days}) * (1.3 \text{ FTE}) = 0.421$

Assignment percentage: (I'm actually using the FTE's above to calculate the percentages, this only works because each of the 4 FTE calculations is just one course code each)

Computer Technology @ School A (before online hire): $(0.170+0.038)/1.015 = \mathbf{20\%}$

Computer Technology @ School A (after online hire): $(0.386/1.015) * (1.0/1.75) = \mathbf{22\%}$

Note: An argument could be made to use 1.0/1.3 instead of 1.0/1.75 (and .3/1.3 instead of .75/1.75 on the next calculation), but the later made more logical sense based on the definition of assignment percentage as the percentage of that person's assignments/duties so I went with 1.75 as the total

Computer Technology II @ School B: $((0.386+0.421)/1.015) * (0.75/1.75) = \mathbf{34\%}$

U.S. History I @ School B: $(0.421/1.015) * (1.0/1.75) = \mathbf{24\%}$

Since those first two are the same code at the same school you add those together and that is how you get the final solution.